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ABSTRACT

Overlapping curricula and facilities among secondary schools and colleges has led to a demand for better interinstitutional cooperation and coordination of occupational programs. Five areas in which shared planning might be effective include research, curriculum development, facilities, instruction, and professional development. A host of mutual research efforts could be undertaken such as identifying job competencies for occupational program development. Shared curriculum development might involve seeking curriculum materials from commercial sources and other schools, writing performance objectives, designing learning strategies and materials, and establishing an inter-library loan system. To avoid unnecessary duplication of facilities, colleges could implement a centralized facilities concept for occupational education, share shops and laboratories, and locate new sites to meet increased needs. Cooperative instructional efforts might include interinstitutional student visitations and exchanges, faculty and staff exchanges, and mutual career exploration activities. Professional development coordination could be implemented for conducting task analyses, developing competency-based curricula, and using performance-based teacher education materials. Various questions pertinent to mutual efforts toward increased articulation are introduced. (TR)

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ARTICULATION...

a proposal for action

This proposal for increased articulation between secondary and post-secondary educators was prepared by James C. Catania, Assistant District Director, Instructional Services, Waukesha County Technical Institute.

December, 1977

ARTICULATION....
a proposal for action

STATEMENT OF PURPOSE

Articulation. What is it? At Waukesha County Technical Institute our view of articulation is that it represents one of the most viable means for communication and cooperation between secondary and post-secondary educators regarding common goals of assisting students to prepare for the future. We believe articulation is needed in order to provide a more effective continuum of learning for the increasing numbers of young people entering occupational training programs after graduating from high school.

All too frequently unnecessary competition arises between secondary and post-secondary educators which places a burden on students, confuses the public, and drains all of our limited resources in the form of tax dollars, facilities, and programs. Overlapping curriculums and facilities among secondary schools and colleges has led legislators in some states to demand that better coordination be brought about--or else.

While it is obviously not necessary or even desirable for each individual institution to modify its mission, we do believe the time has come to state our singleness of purpose in providing for the smoothest transition possible as secondary students progress through the career ladder from high school to college.

AN INVITATION TO ACTION

We need your ideas and assistance to accomplish this common purpose of articulation. We must have mutual cooperation and shared planning to better serve our collective students.

In order to provide a framework for meaningful dialogue, the following suggestions regarding how we might proceed are offered for your consideration. It would appear that our shared planning might

well occur in five areas: A. Research; B. Curriculum Development; C. Facilities; D. Instruction; E. Professional Development.

A. Research

Waukesha County Technical Institute presently receives three million dollars annually in extramural funding. The need certainly exists and the means are available for all of us to share in the procurement of additional funds to assist in our common objectives. A host of mutual research efforts could be planned. As an example, most of us involved with occupational programming would acknowledge the desirability to identify the tasks actually performed on the job. While significant progress has been made by a number of institutions, including Waukesha County Technical Institute, continued needs do exist. We invite you to:

1. Mutually review the results of V-TECS[1] and other studies available in ERIC, etc., and discuss which competencies might best fit with which programs.
2. Cooperatively conduct additional studies, when necessary, for identifying occupational needs.
3. Develop with us proposals for revenues to conduct research efforts.

B. Curriculum Development

Data provided by research, such as V-TECS, are not a total package of curriculum materials. Curriculum is still needed. Although Waukesha County Technical Institute has received national acclaim for its development of curriculum, additional challenges remain. We invite you, therefore, to work with us in:

1. Cooperatively searching for curriculum materials either commercially produced or produced by other schools.
2. Writing performance objectives.
3. Designing learning strategies and materials.
4. Developing audio-visual materials.
5. Creating delivery systems for the sharing of materials.
6. Establishing the means for inter-library loans.

[1] Lee, Connie W.; Hinson, Tony M.; Rohrbach, Jr., J. Jerome, Fourth Progress and Information Report of The Vocational, Technical, Education Consortium of States, Commission on Occupational Education Institutions, Southern Association of Colleges and Schools, Atlanta, Georgia, July 1977

C. Facilities

Avoiding the unnecessary duplication of facilities, classrooms, shops, laboratories, etc., might well be one of the most significant benefits of increased communications. Cooperative, rather than independent planning, in an attempt to implement the concept of centralized facilities for occupational education, could yield the greatest savings of resources imaginable. Explore with us, then, ways in which:

1. We could share in the use of expensive shops and laboratories.
2. We might locate new locations for meeting greater needs.
3. We might cooperatively engage in a new building program.

D. Instruction

The possibility of building upon our cooperative instructional efforts continues to exist. We invite continued dialogue regarding:

1. The development of student visitations and exchanges; e.g., students from our Instructional Assistant program could benefit attending your school; students from your shops might well benefit from visiting us.
2. The development of a faculty and staff exchange program.
3. The mutual hosting of career exploration activities.
4. The cooperative development and sharing of student interest inventories.
5. The slotting of high school students.

E. Professional Development

If we are to respond to the challenge before us, increased attention must be given to professional development. Many of our personnel, and yours, will need new skills and new ideas. We seek your cooperation in identifying topics for professional development. We, at Waukesha County Technical Institute, are presently prepared to offer sessions in:

1. Conducting task analysis.
2. Writing performance objectives.
3. Competency-based curriculum.
4. Criterion-referenced test construction.

5. The use and limitations of V-TECS materials.
6. The Do's and Don'ts of individualized instruction.
7. The use of Performance-Based Teacher Education materials.
8. The value of CAEL (Cooperative Assessment of Experiential Learning) materials.
9. Program evaluation.
10. Instructional Systems: potential and limitations.

UNLIMITED POTENTIAL

From these five general areas of research, curriculum development, facilities, instruction, and professional development, it would seem our potential for mutual efforts toward increased articulation would be unlimited. The following questions might well indicate what we could do:

1. Is there the possibility of developing a career ladder program in drafting which would unite our separate programs?
2. Are the skills identified by V-TECS for small engine repair equivalent to the needs of Wisconsin employees?
3. Can high school students benefit from exposure to the growing field of real estate?
4. To what extent are our graduates competing for the same jobs?
5. Can high school and WCTI faculty benefit from computerized testing services?
6. Can our co-ops and internship programs prevent calling upon the same employers?
7. Which skills in WCTI's welding program exceed those commonly required in most high school programs?
8. What competencies in marketing are best met at the high school level?
9. How could we share in the use of expensive auto mechanic shops and other laboratories?
10. Where should high school courses in communications end, and post-secondary courses begin?
11. Must all high schools purchase the same expensive electronic equipment?
12. Could we begin to use competency tests in typing for the purpose of granting advanced standing?

13. What basic writing skills must be required for entry into the field of police science? Can they be met in part or in total in secondary programs?
14. What reading level is necessary to comprehend accounting textbooks?
15. Could high school students be exposed to the operations of a sophisticated computer?
16. Is there a forgotten need for agricultural courses in Waukesha County?
17. What long term plans for facilities do we each have which might be more effectively designed for mutual use?
18. How might the exchange of student information be handled to protect the student's right to privacy?
19. What high school students might be interested in a career in air conditioning and refrigeration?
20. Do WCTI faculty need to see what is presently being taught in high school machine shop labs?
21. What future employment is there in electronic servicing occupations?
22. How might researchers from WCTI and high schools mutually conduct a community survey to identify new program needs?
23. How can we, WCTI and high schools, avoid seeking the same kind of information from the same employers?
24. Are there home economics courses which WCTI should revise because secondary programs meet the need?
25. What opportunities for career exploration might we mutually provide for a retail clerk?
26. What additional skills might post-secondary education provide for a retail clerk?
27. Could we all benefit from a centralized learning materials center?
28. How might high school students have access to WCTI's occupational library?
29. Would it be a valuable experience for our math teachers to exchange teaching positions for a year?
30. How do we evaluate learning gained from on-the-job experiences?

The intent of providing these questions has been simply to illustrate the different kinds of articulation opportunities which are before us. The real potential has never been explored.....

UNIVERSITY OF CALIF.
LOS ANGELES

JUL 7 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES

A Note on V-TECS:

The Vocational-Technical Education Consortium of States (V-TECS) was established July 1, 1973. The purpose of this cooperative venture is to develop catalogs of performance objectives and criterion-referenced test items in occupational education as well as to reduce unnecessary duplication, share research and development in improved content validity, promote performance-based instruction and improve overall accountability. In January 1977, the following states became actively involved in developing catalogs: Alabama, Delaware, Florida, Georgia, Indiana, Kentucky, Louisiana, Maryland, Michigan, Mississippi, Pennsylvania, South Carolina, Tennessee, Virginia, West Virginia, and Wisconsin. Each year active members begin developing at least two catalogs representing specific Dictionary of Occupational Title (D.O.T.) areas. Roughly 450 days later the catalogs emerge as finished products from which curriculum may be developed within member states. The point of contact for catalog procurement within member states is their Division of Vocational Education, State Department of Education.